

# Evaluate My Occupation Options

## Theme and Level

Theme: Evaluate Options

Level: Getting Started

## At a Glance

Students weigh occupational factors of importance to them in order to prioritize occupations of interest.

**Time:** 50 minutes.

## Essential Questions

- What occupation best match my priorities?

## Preparation

- Secure computer lab with overhead projector enabled and CIS access
- Borrow different types of phones from co-workers for this session so you have three to four phones
- Make copies of the *Evaluate My Occupation Options Worksheet*, one per student

## Steps

1. Show PowerPoint (PPT) Slide 1. Tell students that the goal of this lesson is to learn to evaluate and weigh one's priorities when thinking about occupations of interest.
2. Hold up the sample phones and ask students, "If you won a contest that offered you your choice of a free phone from any provider for two years, how would you choose?"
3. Let students discuss this quandary. If it does not surface in the conversation, volunteer that you would likely want to know the value of each and positive and negative factors of each. Tell students it is difficult to choose when you do not have enough information, and this is true in career choice. To make good choices requires ample information. However, when you have tons of information, it becomes hard to sort through all the factors and weigh your options. This activity will teach you one way to weigh your options. You can use the process you learn in this lesson for other life decisions.
4. Show PPT Slide 2. Say, "So let's look at making that cell phone choice by first identifying what's important to us." Demonstrate the process of this lesson with the simple example on the slide. Work through prioritizing by looking at the positive and negative factors and weighing them from your perspective.
5. Explain the parallel to career choice. You need to know what factors are most important to you before you can make a choice. Maybe it is wages or values, or location, or use of your favorite skills -- everyone has unique priorities.
6. Ask students to share some things that are important to them in a career. Note that everyone has different factors of importance.
7. Show PPT Slide 3. Distribute the worksheet. Review the instructions. Provide students 15-20 minutes to complete these three steps. Ask students to stop after they complete page 1.
8. Show PPT Slide 4. Ask for volunteers who are willing to share their analyses with the class. Discuss the importance of knowing your priorities when making major decisions and setting goals. Have students enter reflections describing what they learned about themselves in their CIS portfolios, in the Getting Started: Evaluate Options section of Career Plan.

## Variations and Accommodations

- Partner students needing special assistance with a helpful class member for this activity.
- Complete worksheet as a homework assignment to save time and provide the opportunity for parent/guardian input and assistance.
- Have students work in pairs to complete assignments. They can help each other consider factors, which may benefit less articulate students.
- Conduct discussion in pairs or small groups then report thoughts to full class.

## Assessment

Use the *Evaluate My Occupation Options Scoring Guide* to evaluate student work.

## Portfolio

Students enter their reflections in text boxes within the Getting Started: Evaluate Options section of Career Plan. The following sections need to be completed: **What did you learn about yourself from the research you completed?**, **What did you learn about how you set goals and make decisions from the research you completed?** and **What are your goals for this year?**

## Materials

Computer lab with overhead projector and CIS access

[Evaluate My Occupation Options \(PPTX\)](#)

[Evaluate My Occupation Options Scoring Guide \(PDF\)](#)

[Evaluate My Occupation Options Scoring Guide \(DOCX\)](#)

[Evaluate My Occupation Options \(PDF\)](#)

[Evaluate My Occupation Options \(DOCX\)](#)

## Goals and Standards

### *Common Core State Standards*

- English and Language Arts Career Anchor: Reading Informational Text
- English and Language Arts Career Anchor: Writing
- English and Language Arts Career Anchor: Speaking & Listening

### *National Career Development Guidelines*

- GOAL CM2 Use a process of decision-making as one component of career development.
- GOAL CM3 Use accurate, current and unbiased career information during career planning and management.

### *American School Counselor Association*

- Academic Development, Career Development

**Bloom's Taxonomy:** Understanding, Analyzing, Evaluating, Applying

*American School Counselor Association (ASCA) Mindsets and Behaviors for Student Success*

[Mindset Standards](#)

- Self-Confidence in Ability to Succeed
- Positive Attitude Toward Work and Learning

Behavior Standards: Learning Strategies

- Demonstrate Critical-Thinking Skills to Make Informed Decisions
- Use Time-Management, Organizational and Study-Skills
- Apply Media and Technology Skills
- Gather Evidence and Consider Multiple Perspectives to Make Informed Decisions

Behavior Standards: Self-Management Skills

- Demonstrate Ability to Assume Responsibility
- Demonstrate Ability to Work Independently

Behavior Standards: Social Skills

- Use Effective Oral and Written Communication Skills and Listening Skills
- Create Positive and Supportive Relationships with Other Students
- Use Effective Collaboration and Cooperation Skills